Alternative perspectives on MOOC success

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Welten Instituut

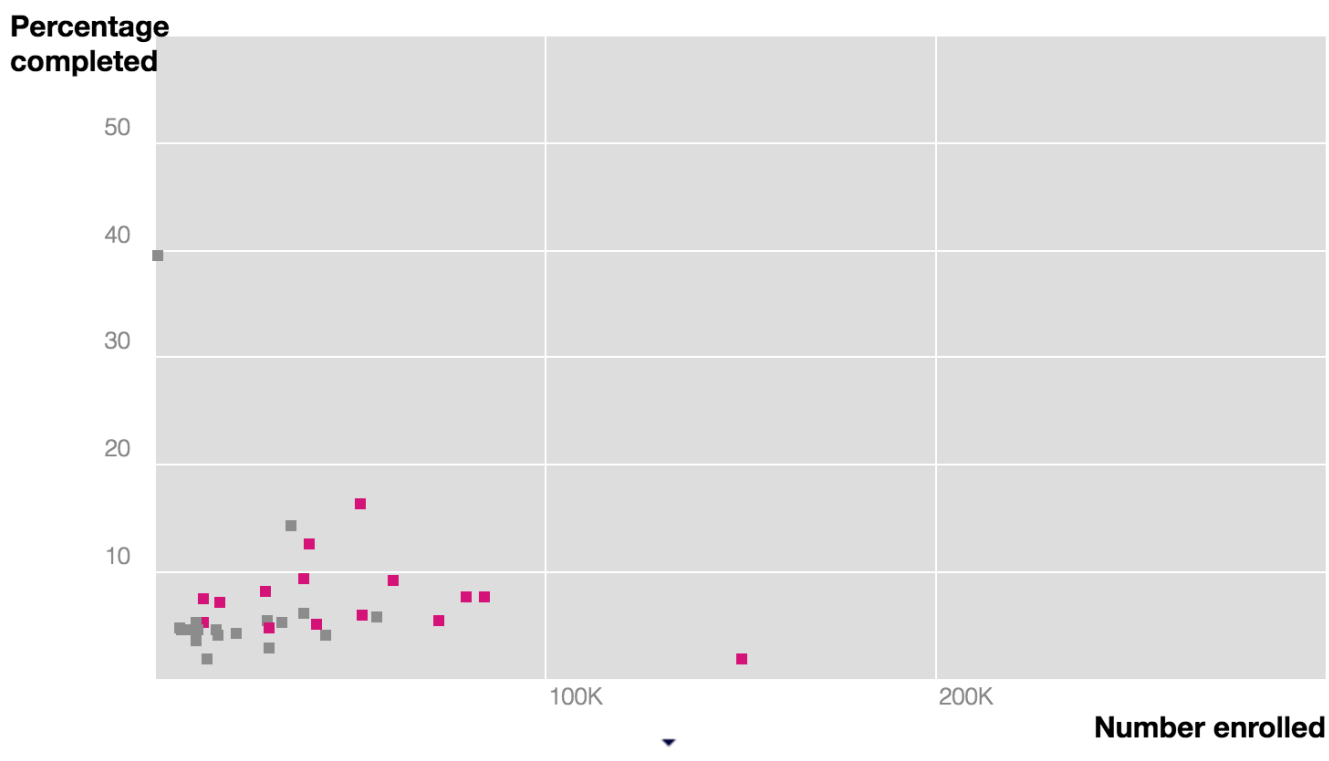
Open University of the Netherlands

Overview

- The problem of high drop-out rates
- Non-formal learning with MOOCs: Personal curriculum
- Two levels of pursuing a personal curriculum
  - Planning to enroll in a number of MOOCs (level one)
  - Selecting appropriate MOOCs (transition)
  - Actual enrollment in particular MOOCs (level two)
- Intention and actual behavior in a particular MOOC: Identifying the MOOC taker
- Dynamics of acting out (intial) intentions when enrolled in a particular MOOC
- Conclusions
- Questions

The problem of high drop-out rates

The problem of high drop-out rates



http://http://www.katyjordan.com/MOOCproject.html

MOOC providers report high drop-out rates which on average range from

90 to 95%

The problem of high drop-out rates

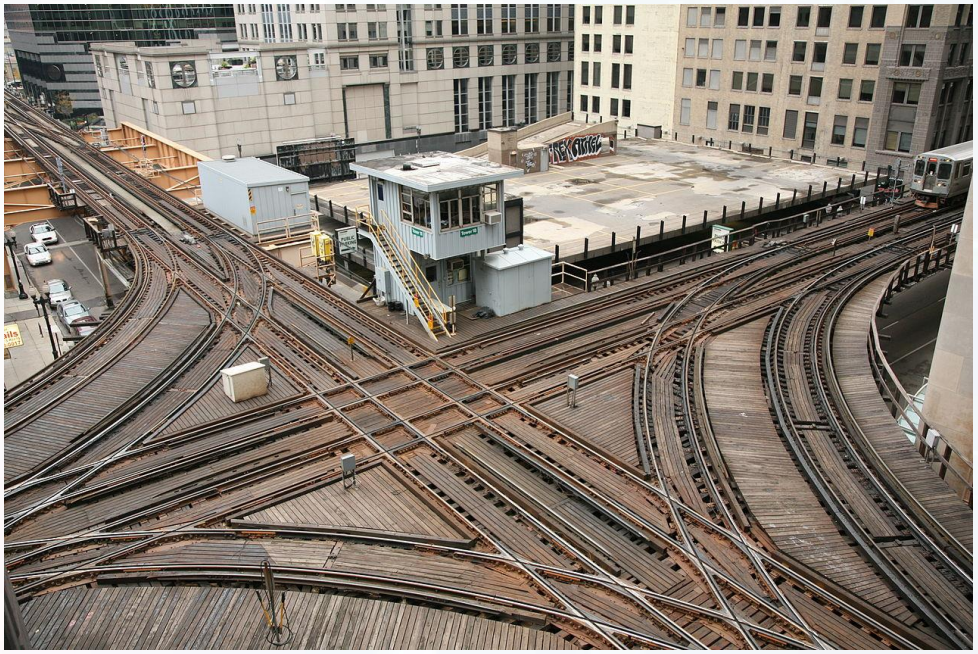
Definition from F2F education

MOOC provider perspective

Students who leave education without an end-qualification

N students without certificate / N enrolled students = dropout

We need alternative perspectives on MOOC success!



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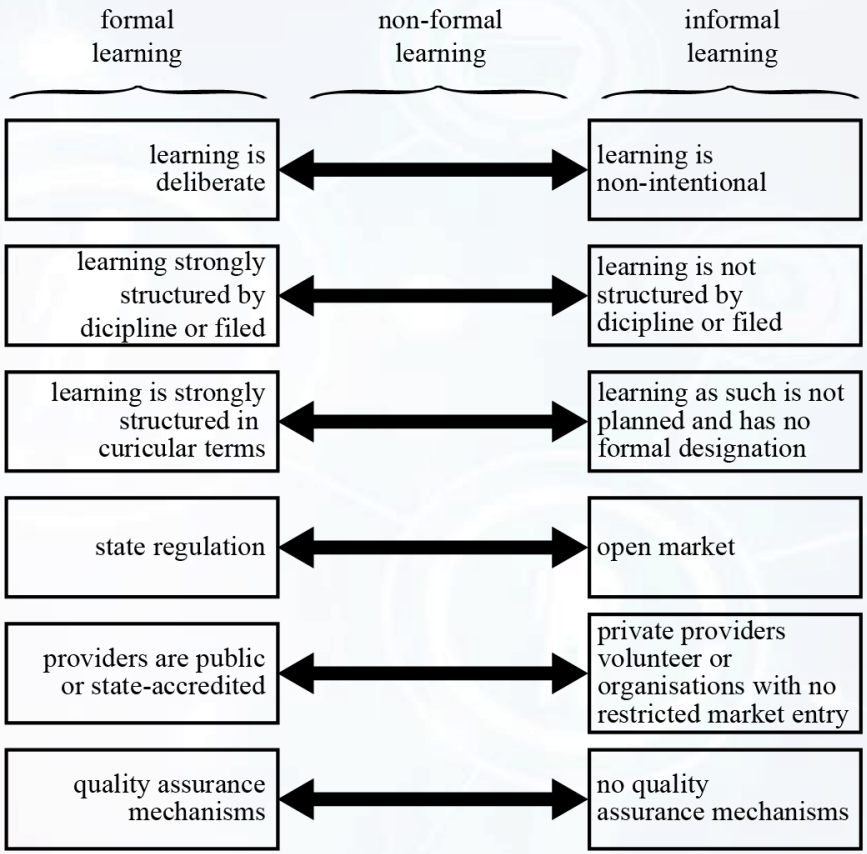
Recognizing MOOCs as non-formal learning

Non-formal learning with MOOCs: Personal curriculum

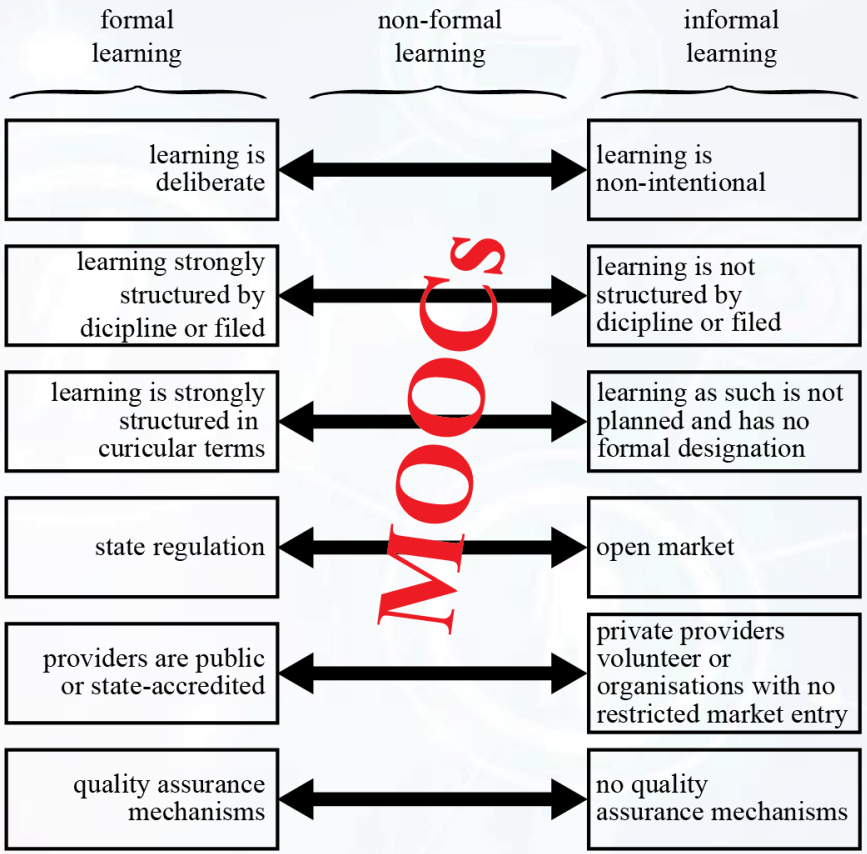
- The learning landscape
  - **Formal learning**: Formal learning is typically institutionally sponsored, classroom-based, and highly structured
  - **Informal learning**: Learning that happens incidental and as a consequence of being involved in daily activities; the opposite of formal learning.
  - **Non-formal learning**: Between formal and informal learning.

Non-formal learning with MOOCs: Personal curriculum



Werquin, P. (2010). Recognising non-formal and informal learning: Outcomes, policies and practices. OECD

Non-formal learning with MOOCs: Personal curriculum



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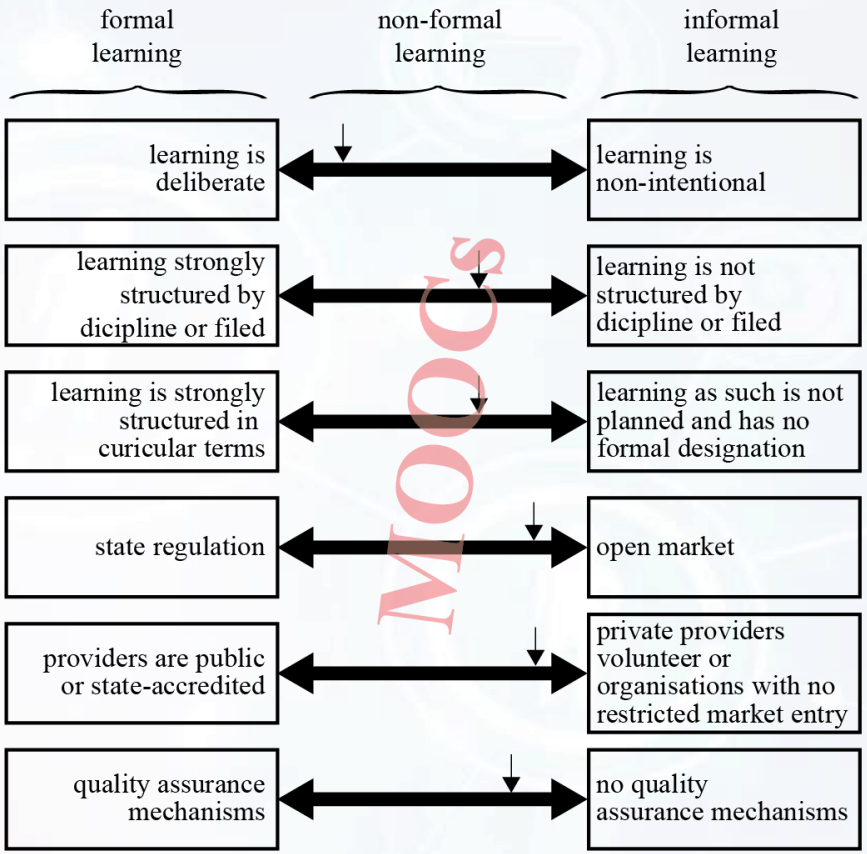
Non-formal learning with MOOCs: Personal curriculum



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MOOC takers have a personal curriculum

Why?

- Career benefits
  - Will allow me to find a new job
  - Will keep me updated in the field of my current job
  - Will allow me to get a promotion

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  - Will help me to prepare for a standardized examination

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MOOC takers have a personal curriculum

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- Educational benefits
  - Will allow me to complete the prerequisites for an academic program
  - Will refresh key concepts within my field of study
  - Will help me to prepare for a standardized examination
- Personal benefits
  - Will allow me to spend my spare time useful
  - Will raise my self-esteem
  - Will save me money

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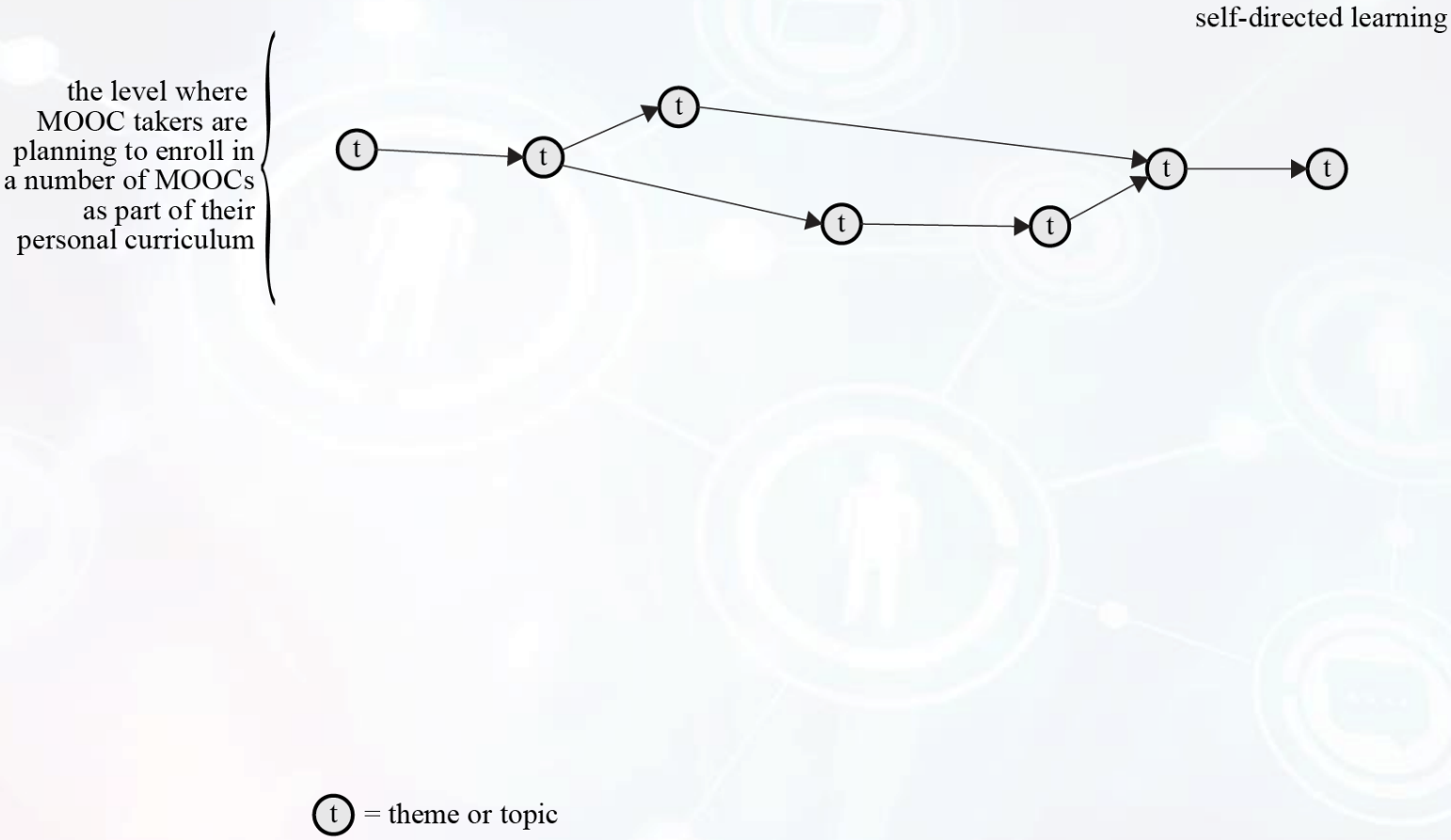
Two levels of pursuing a personal curriculum

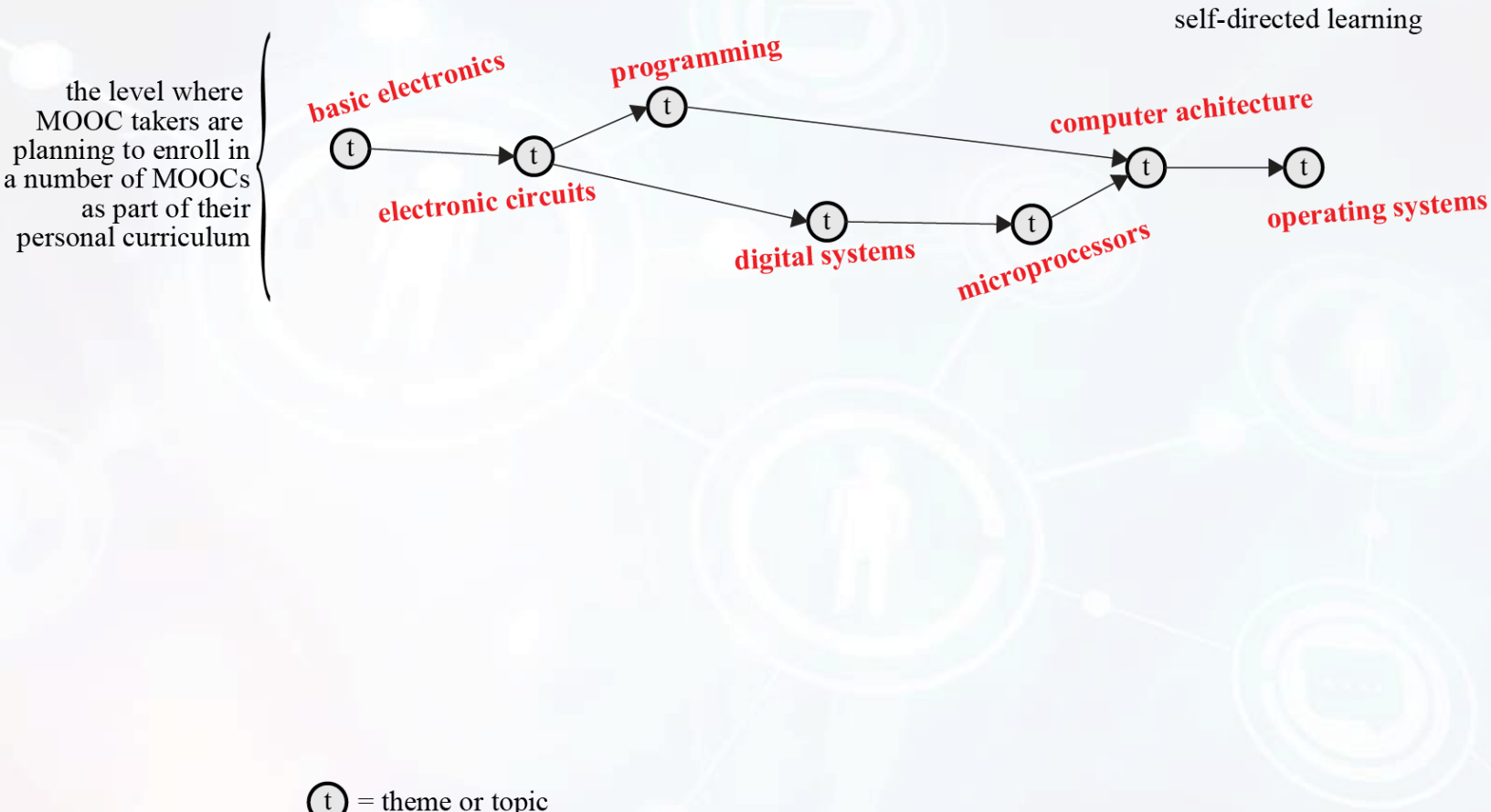
http://wonderfulengineering.com/free-engineering-hd-wallpapers-for-download/

Ambition:
To upgrade yourself in
Electrical engineering

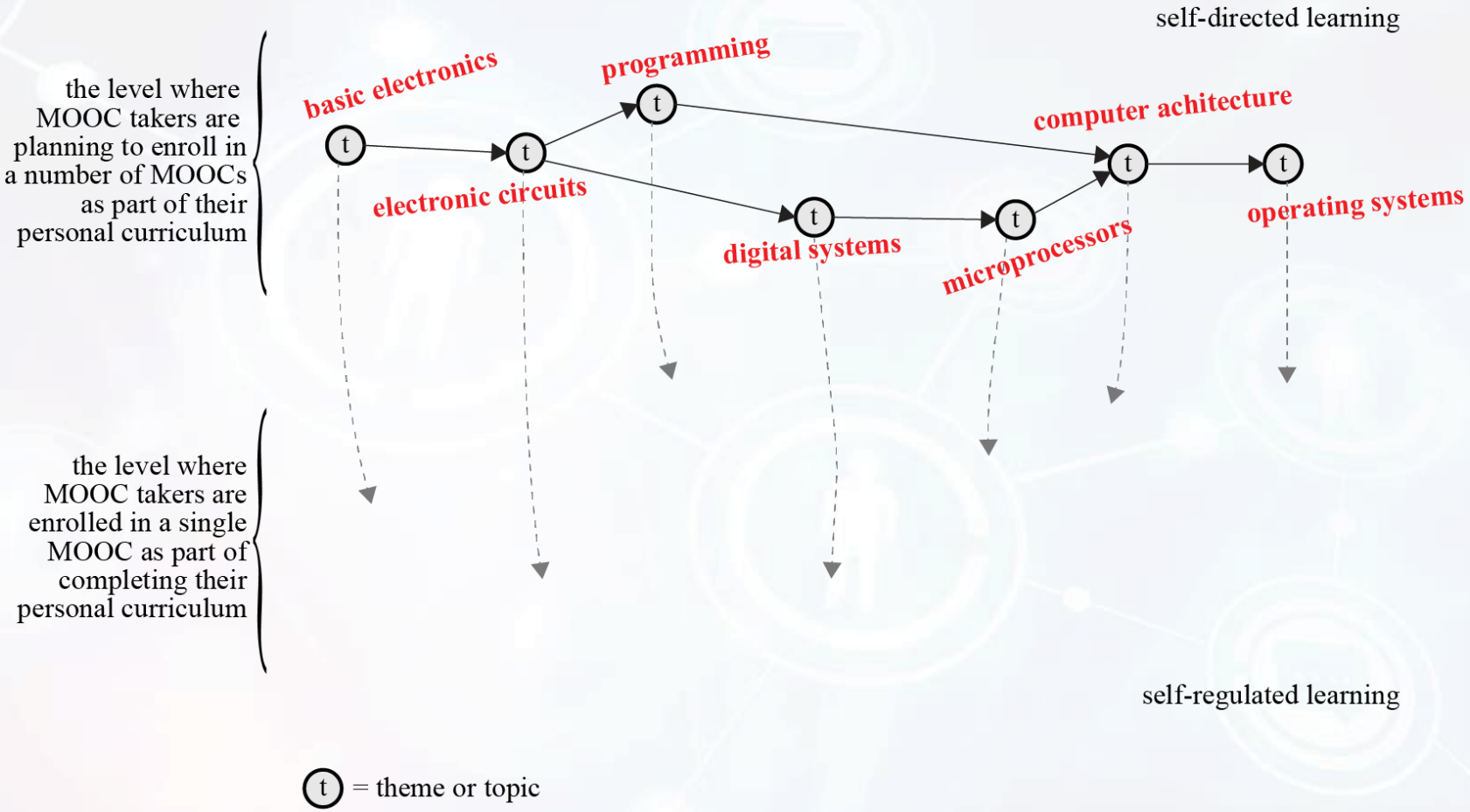
Planning to enroll in a number of MOOCs



Planning to enroll in a number of MOOCs



Selecting appropriate MOOCs



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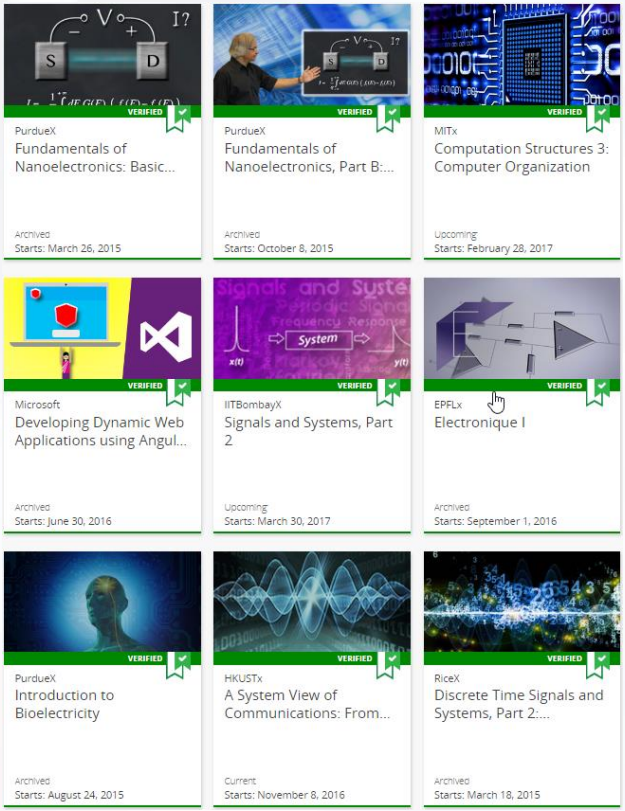
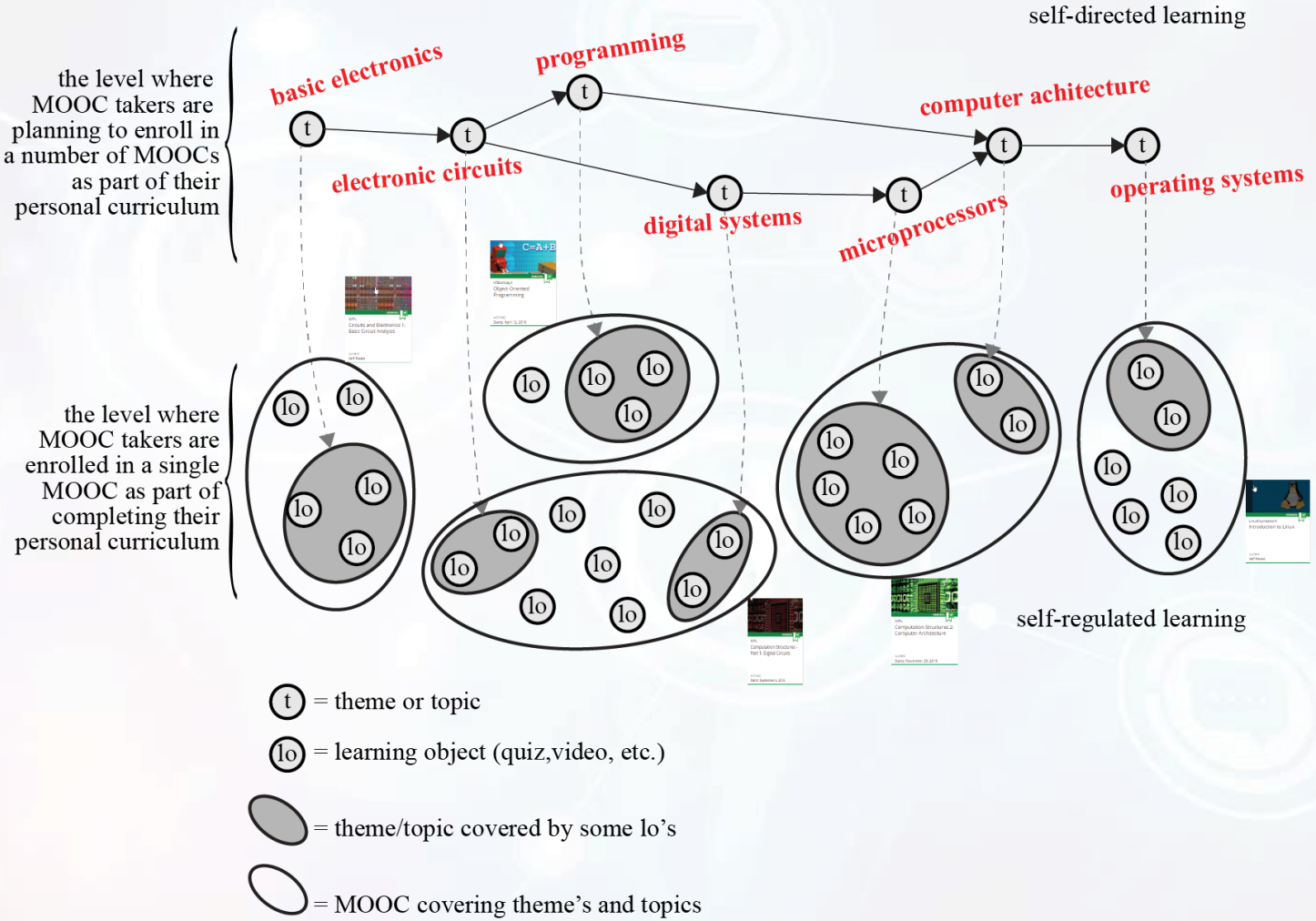


Ed-X

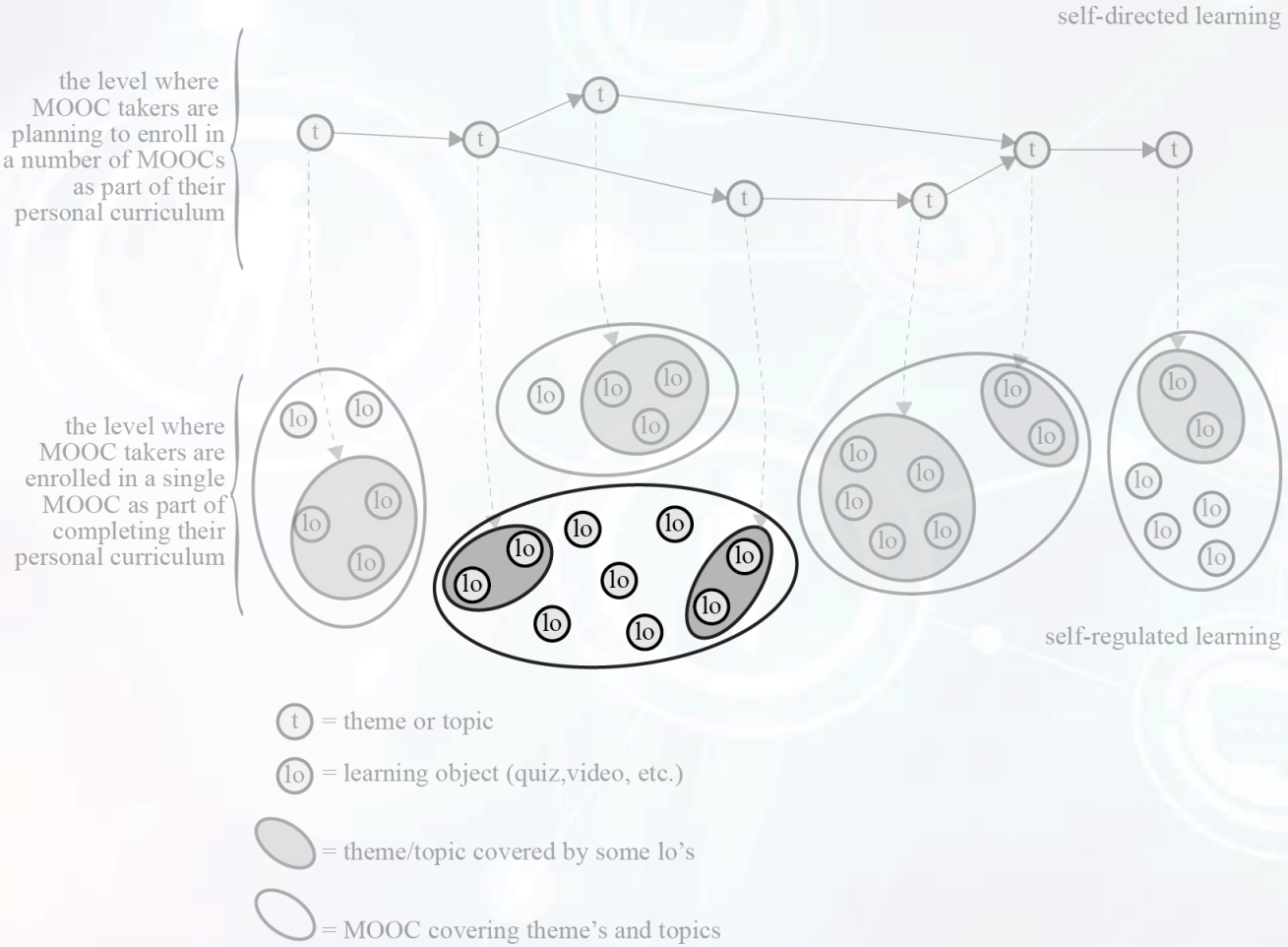
Cousera

Actual enrollment in particular MOOCs



Intention and actual behavior in a particular MOOC: Identifying the MOOC taker

Identifying the MOOC taker



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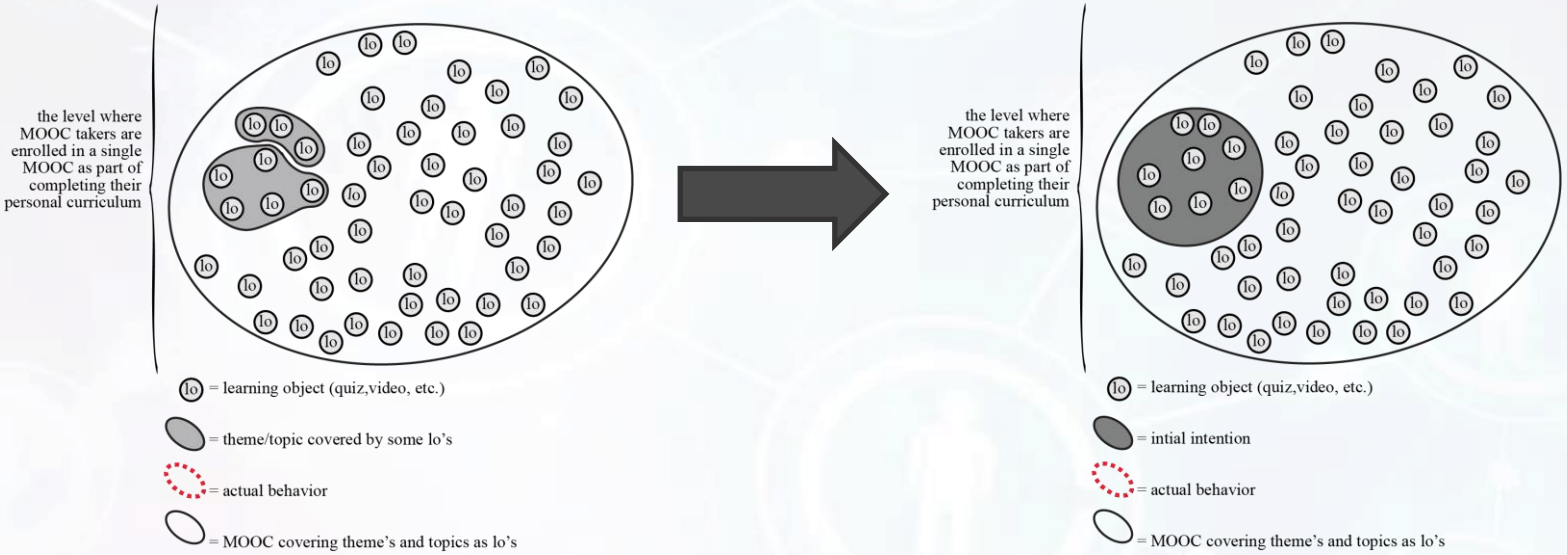
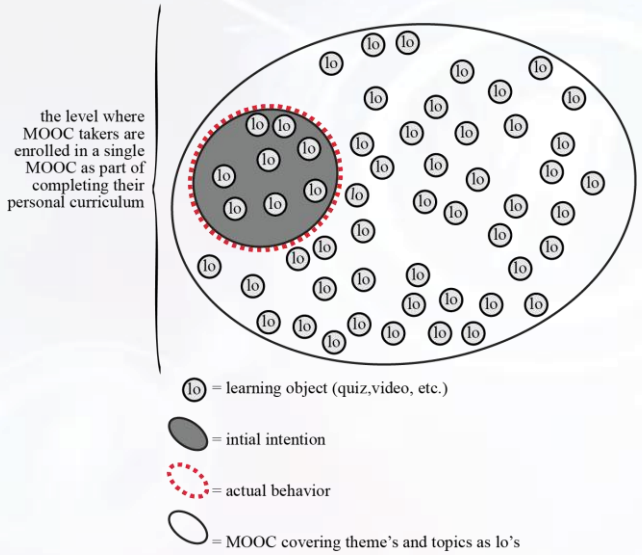


For simplicity reasons we focus on the learning objects (lo's) in stead of focusing on the themes and topics

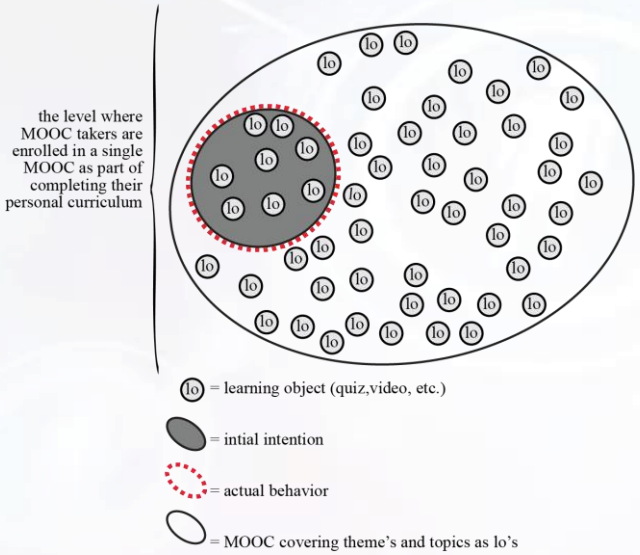
Identifying the MOOC taker



Exact as intented

inclined actor

Identifying the MOOC taker



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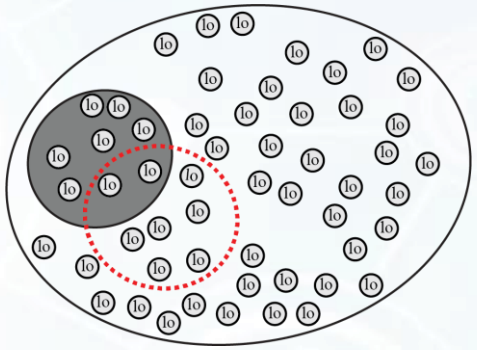
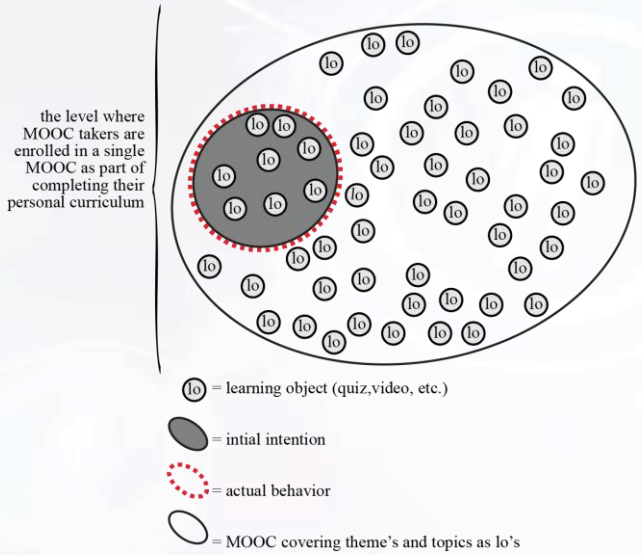
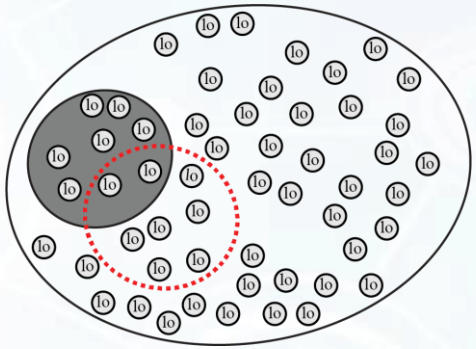


Partly deviated &
Fully compensated

Identifying the MOOC taker





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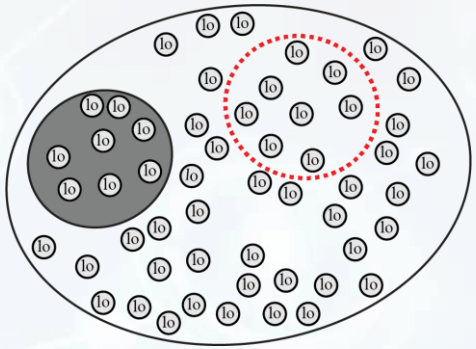

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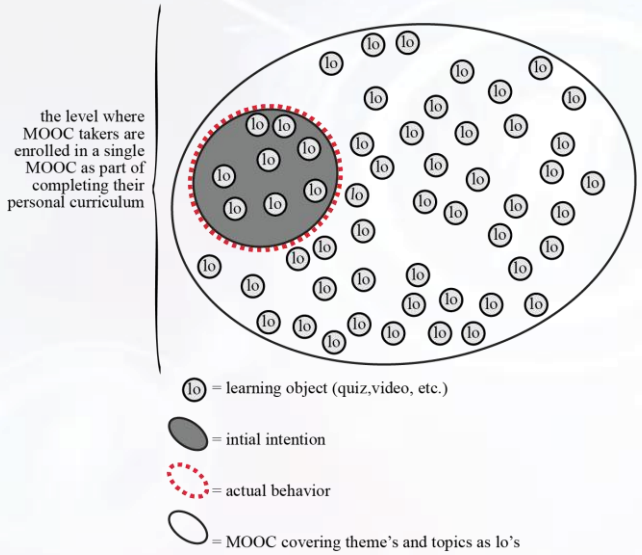

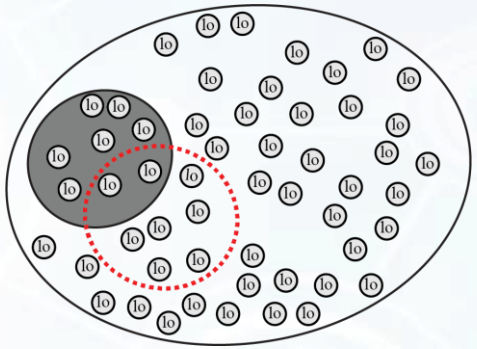

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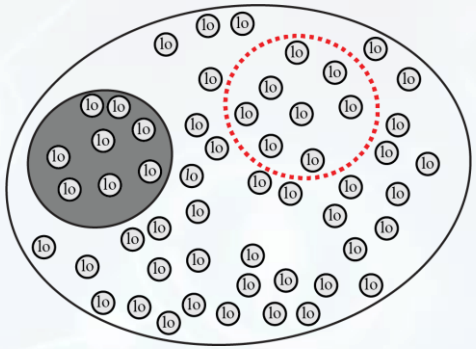


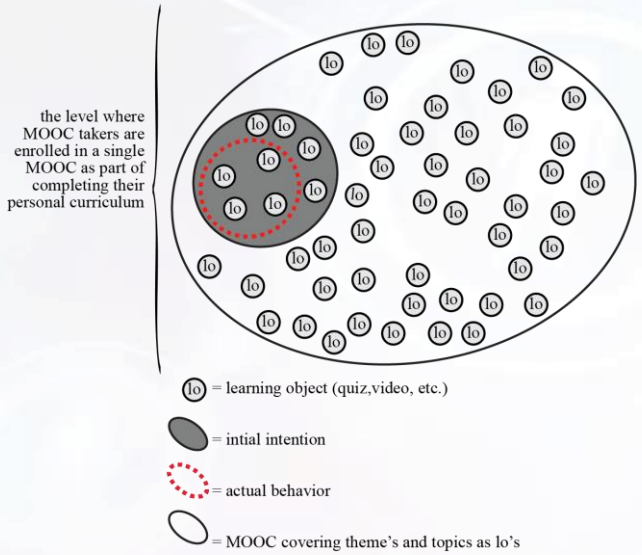
Completely deviated &
Fully compensated

Exact as intented

inclined actor

inclined actor by compensation

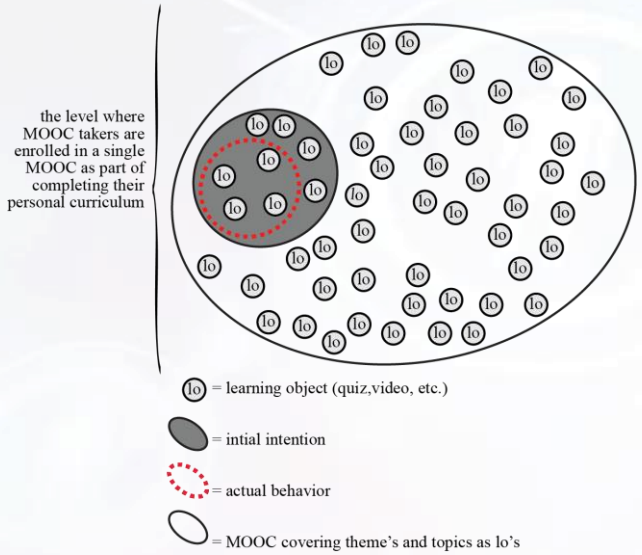
Identifying the MOOC taker

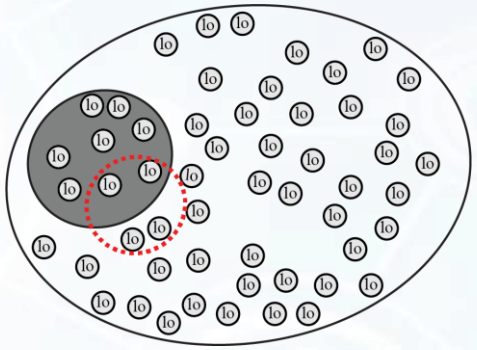


Less than intended

inclined abstainer

Identifying the MOOC taker





Partly deviated &
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Less than intended

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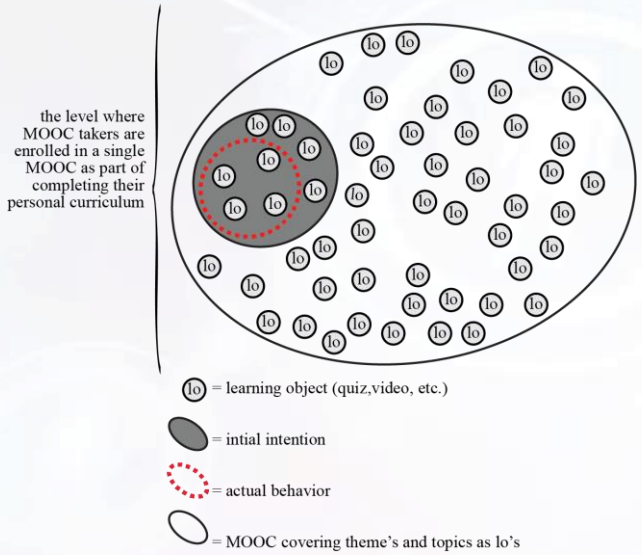

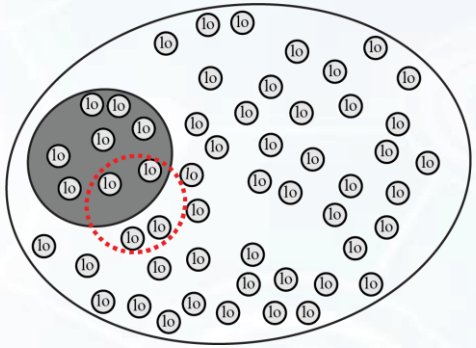

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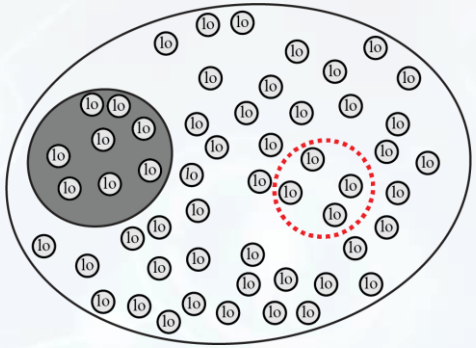

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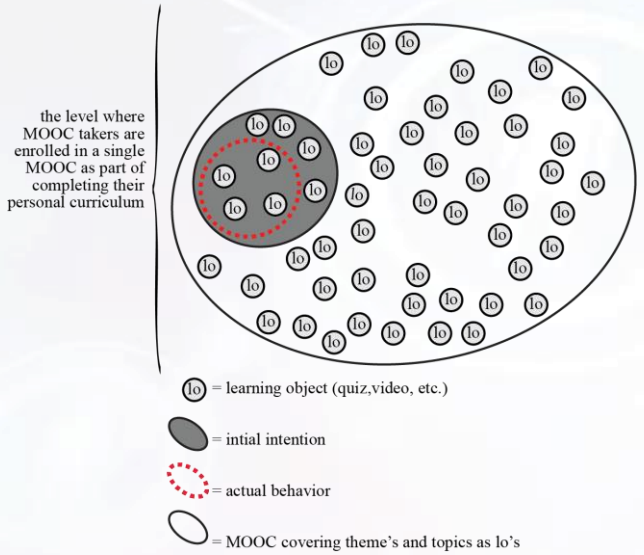

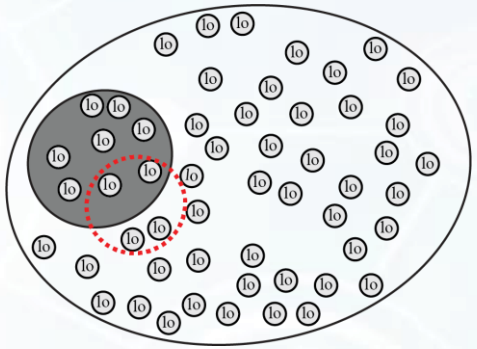

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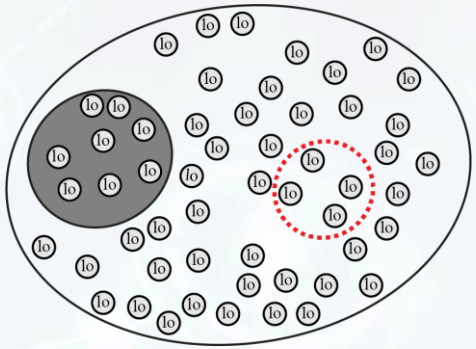

Completely deviated &
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Less than intended

inclined abstainer

inclined abstainer by under-compensation

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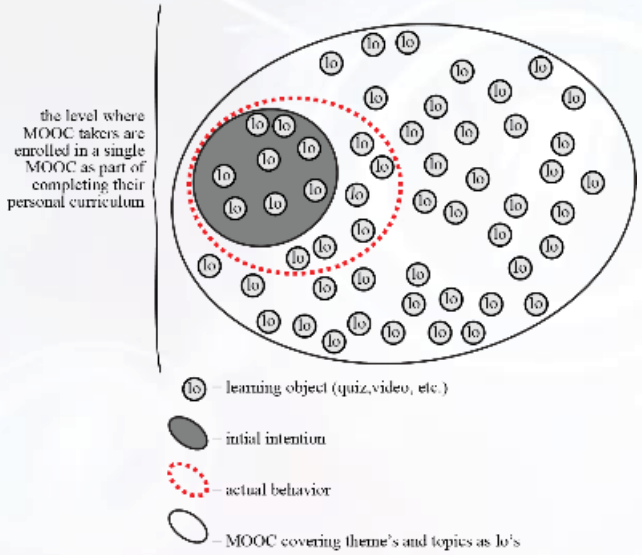

More than intended

disinclined actor

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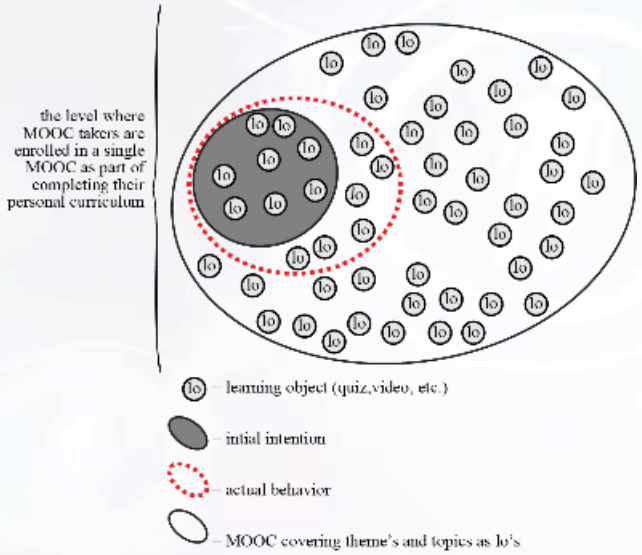

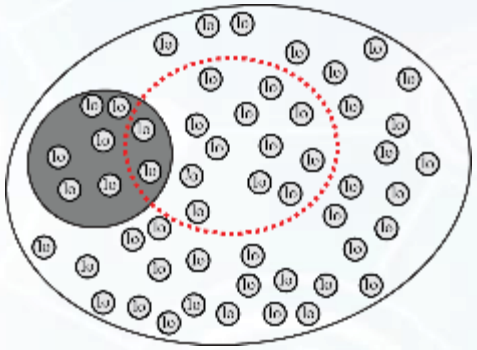

Partly deviated &
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More than intended

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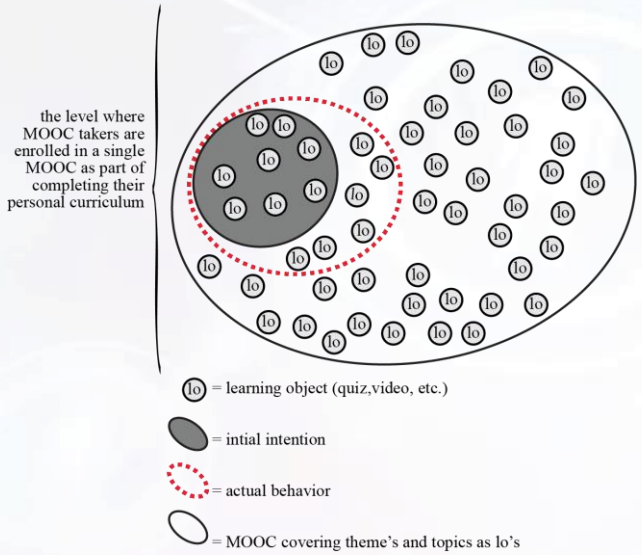

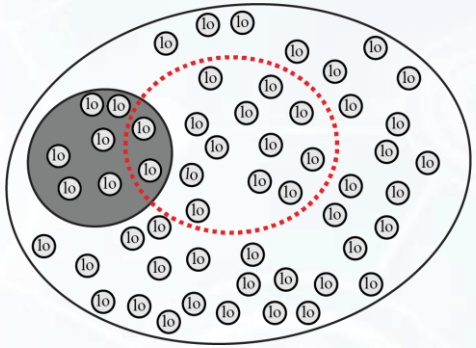

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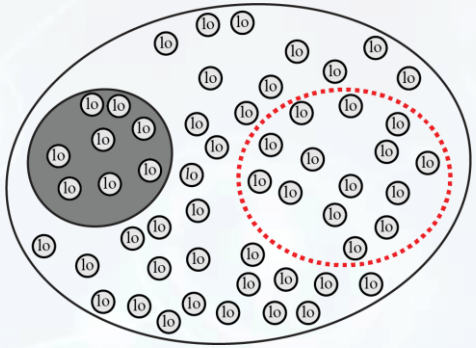

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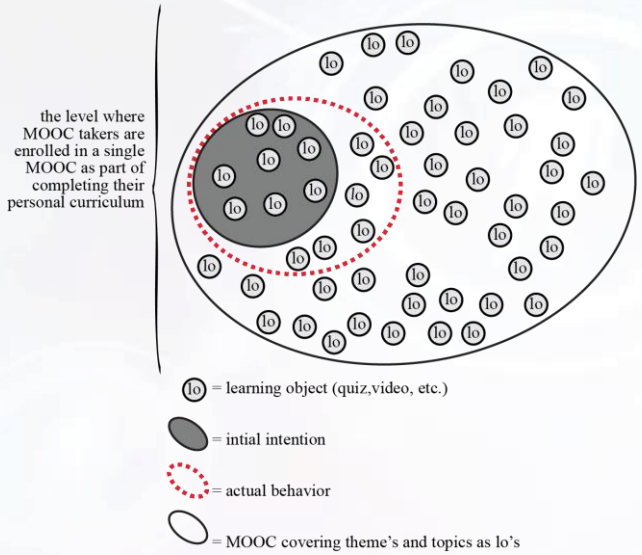

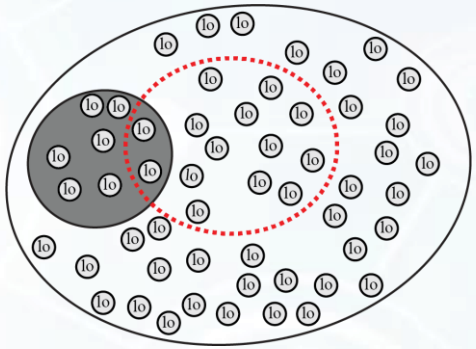

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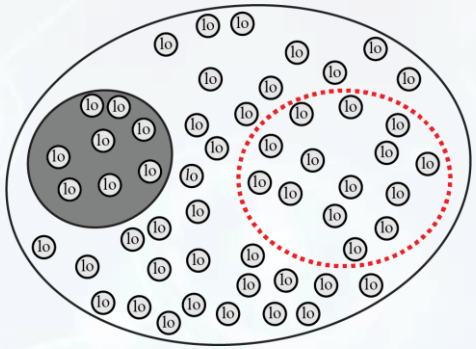


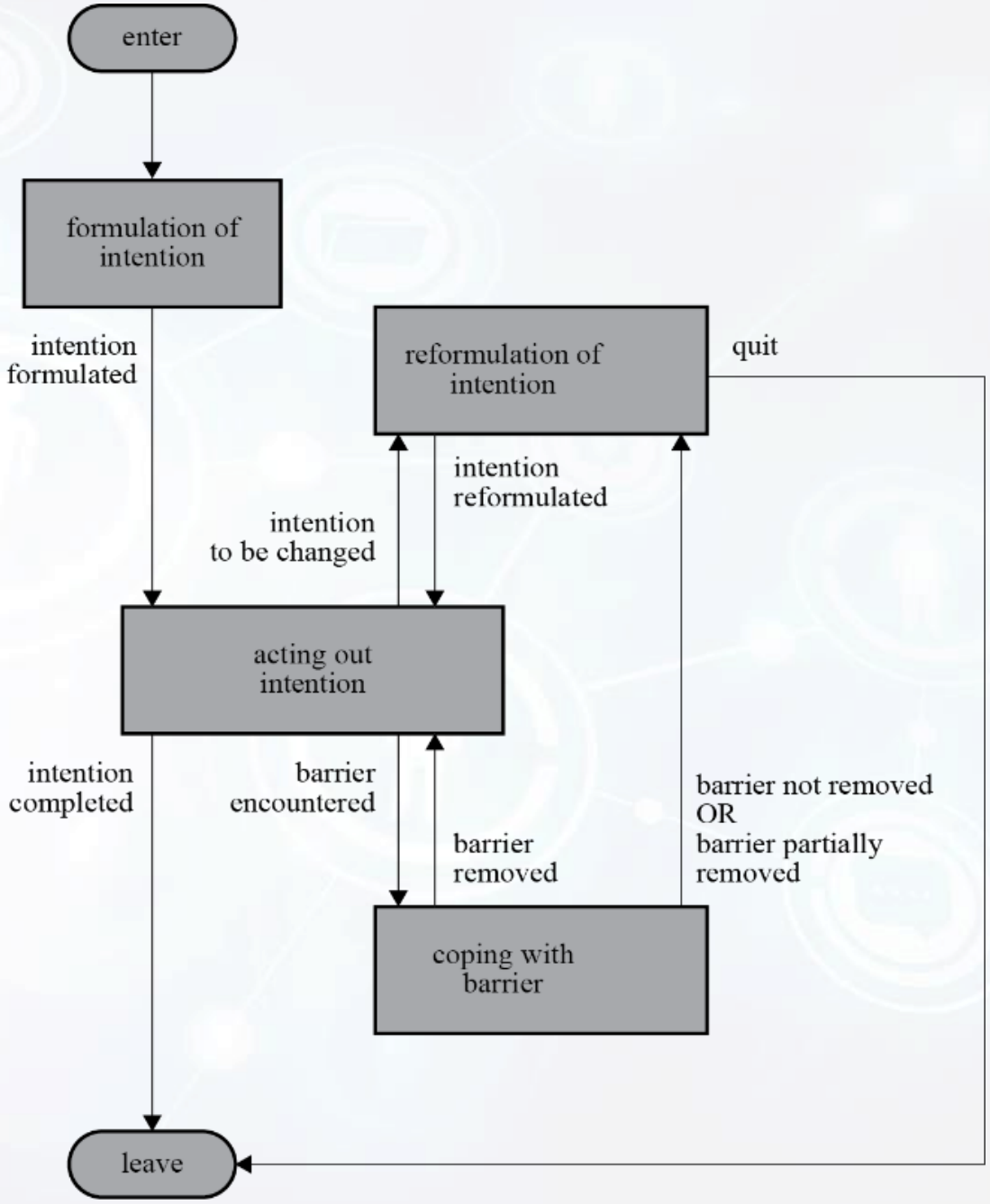
Completely deviated &
Over compensated

More than intended

disinclined actor

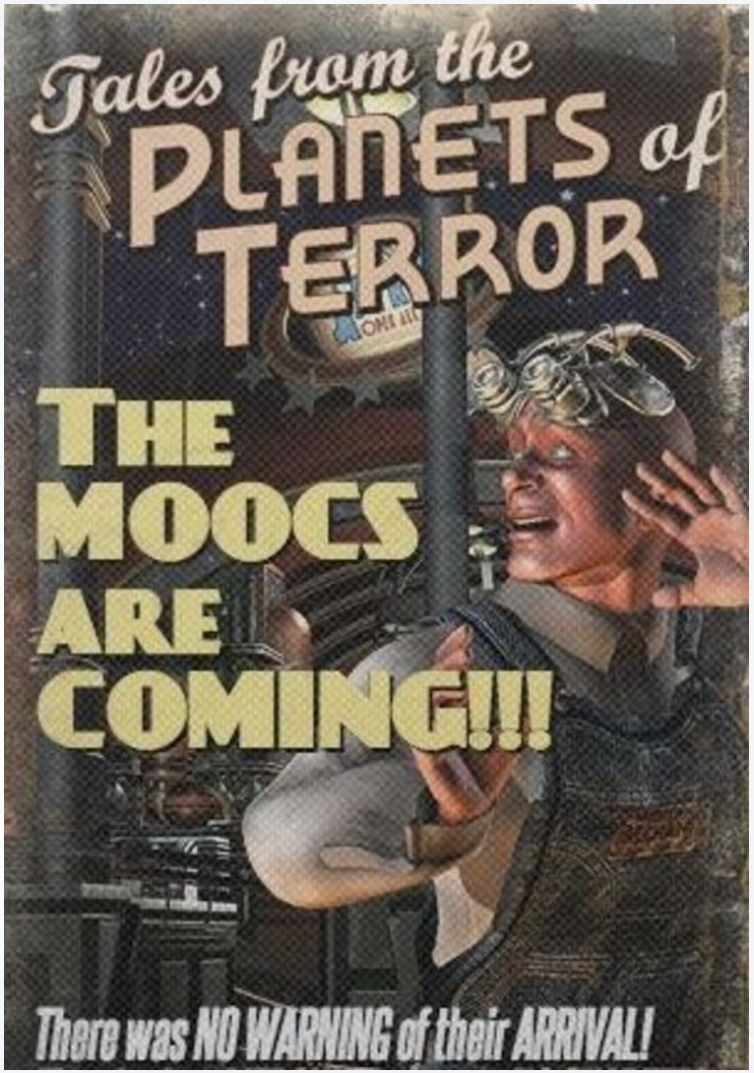
disinclined actor by over compensation

Dynamics of acting out (initial) intentions when enrolled in a particular MOOC


enter
formulation of intention
intention formulated
reformulation of intention
quit
intention reformulated
intention to be changed
acting out intention
intention completed
barrier encountered
barrier removed
barrier not removed OR barrier partially removed
coping with barrier
leave

Conclusions

- **Drop-out is only in the eye of the MOOC provider**
- **Success and failure is only in the eye of the MOOC taker**
- **MOOCs as a non-formal learning are succesful**




time for questions